

State Budget Reporting Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

Instructions

The *State Budget Reporting Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs), are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

LEA initially engaged a diverse and representative set of the applicable stakeholders through meetings with leadership teams and the Board of Education; meetings with school improvement teams; meetings with the School Re-Opening Task Force, which includes students, parents, faculty, staff, PTO's, and community members; Virtual Town Hall meetings; and Thought Exchange community surveys.

The District has continued to seek feedback on the initial implementation through faculty meetings, Hour with the Superintendent virtual community meetings, faculty meetings, and meetings with the Board of Education and Leadership Team. The District continued to use several communication vehicles to provide information and engage stakeholders throughout the process, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success. Some of these vehicles will include District newsletters and building communications, District website, Board of Education Meetings, virtual Town Halls, Hour with the Superintendent community meetings, faculty meetings, PTO/PTSO meetings, Thought Exchange surveys, and the like.

Public comments indicated no need for material changes and support of District plans for use of funding

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Implement deep dive data analysis and data analysis training through the DataWise process. The data analysis will serve to identify the gaps in learning, assess the specific deficiencies and types of learning loss, and then discuss what the right combination of evidence-based intervention strategies would be most appropriate to address the gaps. This will lead to the necessary curriculum development and revisions to integrate the strategies, the development of assessments to be used to evaluate the success of the implementation of the strategies, and the professional development necessary to train teachers in the implementation of the revised curriculum, instruction, and assessments. Since all teachers participate in this and it impacts all students, the student:teacher ratio is all students:all teachers.	13:1
Implement curriculum development and revision projects to incorporate and integrate the selected intervention strategies into the curriculum, instruction, and assessments moving forward. Since all teachers participate in this and it impacts all students, the student:teacher ratio is all students:all teachers.	13:1
Implement professional development for faculty and staff associated with the selection of the specific intervention strategies, training for the implementation of the strategies and new curriculum, instruction, and assessments, and training on the use of revised assessments to monitor and evaluate the impact of the strategies on addressing the academic and SEL learning loss both in the classroom as well as through the additional/supplemental/enrichment afterschool and summer programs. Since all teachers participate in this and it impacts all students, the student:teacher ratio is all students:all teachers.	13:1
Implement permanent daily substitutes, who will be used to provide the release time for faculty and staff to engage in the activities described in the three areas above. Since all teachers participate in this and it impacts all students, the student:teacher ratio is all students:all teachers.	13:1
Implement permanent daily substitute/floater nurse, who will be used to provide additional direct nursing, mental health, and SEL support to students and families. In addition will provide support in identifying and connecting students and families with additional state and local physical and mental health services. Also provide as needed support to existing nurses, teachers, Principals, Athletic Director, and District	303:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>COVID Coordinator in administering requirements for contact tracing, identification, screening/testing, parent notifications, vaccination clinics, and distributing testing kits. All of these efforts combined have a dramatic impact on maintaining in-person instruction and keeping students in attendance every day. Daily attendance is critical to catching students up (academic and SEL) and increaing future progress and performace. This decreases the District's overall student:nurse ratio pK-12 from 364:1 to 303:1.</p>	
<p>Implement part-time student learning loss coordinator, who will be used to coordinate after-school and summer academic and SEL programs, data analysis training, professional development activities, curriculum development activies, and additional academic and SEL support to faculty, students and families. In addition will provide support in identifying and connecting students and families with additional state and local physical and mental health services. Also provide as needed support to existing nurses, teachers, Principals, Athletic Director, and District COVID Coordinator in administering requirements for contact tracing, identification, screening/testing, parent notifications, vaccination clinics, and distributing testing kits. All of these efforts combined have a dramatic impact on maintaining in-person instruction and keeping students in attendance every day. Daily attendance is critical to catching students up (academic and SEL) and increaing future progress and performace. This does not have a direct impact on per pupil teacher ratios, therefore the per pupil teacher ratio is all students:all teachers.</p>	13:1
<p>Implement additional 2.0 FTE long-term social workers to provide additional academic, mental health, and SEL support to students and families. In addition will provide support in identifying and connecting students and families with additional state and local physical and mental health services. Also provide as needed support to existing nurses, teachers, Principals, Athletic Director, and District COVID Coordinator in administering requirements for contact tracing, identification, screening/testing, parent notifications, vaccination clinics, and distributing testing kits. All of these efforts combined have a dramatic impact on maintaining in-person instruction and keeping students in attendance every day. Daily attendance is critical to catching students up (academic and SEL) and increaing future progress and performace. This decreases the District's overall student:social worker ratio pK-12 from 364:1 to 260:1.</p>	260:1
<p>Implement additional 3.0 FTE long-term Academic Intervention Services teachers to support students academic needs due to lost instructional time and impact of the COVID pandemic. The average student:teacher ratio for Academic Intervention Services is 8:1</p>	8:1
<p>Implement after school 1:1 and group tutoring/supplemental instruction programs. The tutoring will incorporate remediation as well as acceleration instructional models to address the academic learning loss as a result of the COVID pandemic. Averege ratio across 1:1 and group programs is 5:1</p>	5:1
<p>Implement supplemental/enrichment after school academic and SEL programs that will be the vehicles for the delivery of intervention strategies to address acadmeic and SEL learning loss as a result of the COVID pandemic. Average ratio across all programs is 10:1</p>	10:1
<p>Implement summer 1:1 and group tutoring and supplemental academic instruction programs. The programs will incorporate remediation as well as acceleration instructional models to address the academic learning loss as a result of the COVID pandemic. Averege ratio across 1:1 and group programs is 5:1</p>	5:1
<p>Implement supplemental/enrichment summer academic and SEL programs that will be the vehicles for the delivery of intervention strategies to address academic and SEL learning loss as a result of the COVID pandemic. Average ratio across all programs is 10:1</p>	10:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Deep dive data analysis per above	78,316
Professional development activities and curriculum projects per above	64,947
Permanent daily substitutes per above	293,628
Permanent daily floater nurse per above	36,427
Student success coordinator per above	59,911
2.0 FTE long-term social workers per above	106,978
3.0 FTE long-term AIS providers per above	209,900
After-school tutoring, acadmemic, and SEL programs per above	256,437
Summer tiutoring, academic, and SEL programs per above	125,178

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	0	19,258	3,730
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	563,692	548,297	562,237
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	436,288	458,377	396,035
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	302,750	239,955	204,955
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,302,730	1,265,887	1,166,957

6. If 'Other' is indicated in the table above, please describe.

(No Response)